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AUTHOR Orr, Paul G.  
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## ABSTRACT

The University of Alabama operates a program of Teacher Education and Improvement Services for seven binational schools (N-12) in Latin America under a 5-year agreement with the Association of Colombian-American Binational Schools. (SP 003 730 contains descriptive data on the schools.) Two years of operation have been completed under the agreement through which the University provides a systematic program of inservice education for teachers working within the Association; consultative services to the respective schools in a wide range of areas; development of professional guides and reports; and promotion of mutually beneficial programs for students, faculty, and administrators. Much has been learned about what constitutes a successful program; and there are many subsequent implications for improvement of the existing program as well as for the concept of international education as a dimension for strengthening education in general. Included with the progress report and evaluation are background information on American-type overseas schools in general and descriptions of three supporting activities: the Goshen Project for development of curriculums enriched through international education--see SP 003 738; the Student Teacher Program in which selected students from the University are assigned to the respective schools for a portion of their preparation for certification; and personnel development on the doctoral level.) (JS)

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The Colombian Project: A Report of Progress  
of a Program of In-Service Education  
in Binational Schools in Latin America

SP003729

Paul G. Orr, Ph.D.  
Professor and Associate Dean  
College of Education  
University of Alabama

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## PREFACE

The University of Alabama operates a program of Teacher Education and Improvement Services for seven binational schools in Latin America under a five year agreement (1966-67 through 1970-71) with the Association of Colombian-American Binational Schools. Two years of operation have been completed. During the period much has been learned about what constitutes a successful program and there are many subsequent implications not only for improvement of the existing program, but also—hopefully—for other universities and schools which view international education as a dimension for strengthening education in general.

This publication includes information concerning an operational project; it also includes background information believed to be necessary for the reader to establish a general frame of reference concerning binational schools in Latin America.

The purpose of this publication is to present an analysis of one university's approach to assist the American overseas schools in Latin America. Included in the report are:

- . . . a discussion of the background information related to the conduct of programs of assistance to the overseas schools
- . . . a detailed analysis of the program conducted under the leadership of the College of Education, University of Alabama
- . . . a progress report and evaluation of the University of Alabama programs
- . . . a description of supporting activities — including the Goshen Project ( ) -  
Student Teacher Program  
Personnel development
- . . . a discussion of implications for future activities.



## CHAPTER I

### OVERVIEW: THE AMERICAN SCHOOL ABROAD

It is difficult to find an adequate term to describe the American-type overseas schools which provide educational opportunities for children coming from many countries. A number of terms have been used: binational, multi-national, international, and multi-cultural. All or any one of these terms may be characteristic of the student composition of the schools, but no single term can accurately describe all of the schools. This fact has created much misunderstanding and the formation of many misconceptions. This single classification for these schools has had one outstandingly negative result: generalizing about "American Schools" outside of the United States as if they were more similar than dissimilar. Of several hundred so-called American Schools, many are and should be of direct interest to the educational community — most are not and should not be of any particular interest. This report includes a group of schools, which the author believes the educational community should not only be interested in, but also should be committed to their further development and improvement.

#### *Mission Schools*

These are the oldest type of overseas schools, and were designed to serve either the local children in the overseas area, dependents of missionaries, or both. Mission schools represent many denominations and can be found all over the world. One important feature of mission schools is their boarding facilities and in some overseas areas they serve as the only available boarding school.

#### *Proprietary Schools*

These are the second oldest group of overseas schools and are usually profit-making institutions owned and operated by an individual or a small group of individuals. Although there are still a number of these schools in Europe, very few are found in other parts of the world.

#### *Company Schools*

Company schools were begun by business or industrial concerns operating in areas where educational facilities were inadequate or non-existent. They were deemed necessary in order to attract and retain qualified personnel in remote areas. Although they were founded to serve only the dependents of company personnel, many of them have become binational through the enrollment of children of company personnel recruited from the local population.

#### *International Schools*

These schools are significant because they were established by and are composed of multi-national groups. They have developed curricula which has multi-national aspects and attempts to meet the

multi-cultural needs of their student bodies. They are located mainly in Europe. Examples include:

- . . . the International School of Geneva—1000 students from 50 countries
- . . . the International school of the Hague—500 students from 40 countries
- . . . the United Nations School in New York—300 students from 50 countries

#### *U. S. Department of Defense Overseas Dependent Schools*

The largest overseas school system is the "military dependents" system operated by the United States Department of Defense. There is a branch of the system operated by each of the arms of the military. The schools are located in 25 countries throughout the world, but since they serve only the dependents of overseas-based U. S. military personnel, all of the students are American. Total enrollments are about 160,000 students in 300 schools with a professional staff of over 7,000.

In addition to these types of overseas schools, there is another category with which this discussion is mainly concerned. These are the schools which most often were founded by Americans and other parents overseas to provide educational facilities for their children when local facilities were absent or inadequate. This type of school has been termed by the International School Service as a parent-cooperative or community-sponsored overseas school. Since Americans comprise the largest group of citizens living and working outside their native land, these schools are most frequently American-sponsored and have American-type programs.

Most of these schools are relatively new, established in the last 15 to 20 years, and approximately 20 per cent have been founded since 1960. Another 20 percent however, were founded before 1940.

In general, the schools have a similar pattern of development. In the face of absence or inadequacy of appropriate education for their children, parents have undertaken to provide the necessary facilities. Basically, the motivation for this undertaking stemmed from one or all of the following reasons: (1) parents' desire for their children eventually to enter U. S. colleges and universities, (2) their wish to avoid sending their children to boarding schools, or (3) the desire for an American-type education by parents irrespective of their nationality.\*

\*For example, the American School (Colegio Americano de Quito) of Quito, Ecuador was founded by Dr. Galo Plaza Lasso, former President of Ecuador and presently Secretary General of the Organization of American States. Dr. Plaza is also the current president of the Board of Directors of Colegio Americano de Quito.

Most of these schools had very modest beginnings, often one or two teachers holding classes in a private home. As the community and the size of the group of children increased, a semi-permanent plant would be found, and volunteer teachers often from the number of United States wives overseas would be recruited as faculty. Generally, the school was managed by a school board composed of parents and elected by the parent group. At a later stage, when the size and complexity of the school exceeded the knowledge and experience of the local patrons, a professional administrator would be employed and a general institutionalization of the facility would take place.

Most of these parent-cooperative schools were established by American parents, but as the school grew and the program and facilities improved, many of the local citizens of the area recognized the desirability of an American education for their children, particularly as an advantage to entering U. S. colleges and universities. With the admission of children of national citizens, both host country and third country nationals, and their inclusion on the governing boards of the schools, the foundations for the present parent-cooperative, multi-national overseas schools were complete.

#### *Common Characteristics*

These schools have continued to grow and improve, but some of the original patterns of organization and function remain and are characteristic of these overseas schools.

1. All of the American-type overseas schools are non-profit, non-sectarian institutions.
2. Most of them are urbanly located, in the capitals and large cities.
3. In all of the schools, a system of local control and management is maintained. Two types of governance are found:
  - (a) a self-perpetuating association composed of local residents, such as a board of trustees or foundation
  - (b) a school board composed of parents elected by the local patrons of the school

With one known exception, boards of governance are composed of both United States and national citizens.\*

4. All of the schools have a binational or multi-national pupil population. The student body is composed of Americans, host country nationals and third country nationals.
5. All of these schools are financed mainly by tuition and fees. Additional support may come from:
  - a.) business and industrial concerns

\*The term "national" is used throughout this publication to designate a citizen of the country in which the school is physically located.



- b.) foundations
- c.) government agencies, grants-in-aid
- d.) local private and government groups
- e.) church and individual donations

The increasing costs of operating a school have necessitated that tuition rates be at such a level that they make nearly impossible the attendance of children from middle or lower socio-economic groups unless tuition grants are available. In most of the schools, however, the student body is composed of children coming mainly from the upper socio-economic classes.

Tuition scholarships are being offered by most schools to attempt to balance the student composition. In many cases, grants-in-aid from the United States Department of State are available for this purpose; in some cases, local or national law requires that private schools provide such tuition aid.

6. The curricula of the schools are American and as a minimum, attention is given to the language, social studies and culture of the host country. American methods of instruction are usually followed. Many schools offer the national curriculum in addition to the American curriculum.
7. Most of the teachers are American or American-trained, with many faculty members employed locally from among wives of American ex-patriots. Many national personnel are also employed.

The publication, *The Mission Called O/OS*, published by the American Association of School Administrators, describes several problems which are also characteristic of the American-type overseas schools.

1. The stability and continuity of the programs of the schools are weakened by the rapid turnover of personnel and rapid change in the student body.
2. Distance from the United States and importation problems often make it difficult to obtain materials from the United States. Acquisition of materials is time consuming and quite costly. The distance also makes it difficult to keep up with recent educational developments.
3. The distance, lack of sufficient funds, and sometimes unsatisfactory living conditions retard, limit recruitment and retention of staff from the United States. These factors often make it necessary to hire local personnel regardless of qualifications.
4. Small enrollments make offering a comprehensive curriculum costly and impractical.



5. Relative isolation of the schools from each other makes the use of supervisors and specialists nearly impossible and necessitates either consolidation or cooperative action.

Some of these problems are on the way to being solved through the cooperative efforts of the schools overseas and United States school systems and colleges and universities.

#### *Roles and Functions of American-type Schools Overseas*

The American-type schools overseas can be described as having the major objective of providing an American-equivalent education for dependents of U. S. civilian personnel abroad and for those nationals desirous of such an education. Additional roles can be attributed to these schools on the basis of their student body composition and their existence in an overseas community. The success of the operation of the school, however, will determine the extent to which the following functions can serve as assets rather than liabilities:

1. The American-type overseas school serves as a demonstration of American education. The school is expected to exemplify the valuable qualities and merits of a democratic educational system which have been so widely publicized by the United States.
2. As a result of its origin and management, the American-type school overseas serves as a living example of American community democracy.
3. The successful operation of the American-type overseas school affects the recruitment programs for personnel to serve in overseas positions for:
  - a.) U. S. government agencies
  - b.) international agencies
  - c.) business and industrial concerns
  - d.) cultural, religious and research organizations.

Obviously, many Americans would be reluctant to accept an overseas position if there were not adequate educational facilities for their children.

The American-type overseas school has the potential to promote international understanding in a variety of ways. At the present time some attempts are being made to utilize this potential, but since the need for multi-cultural education in the United States has only recently been recognized as critical, the use of the overseas school for investigating this educational program need is just beginning. The American-type overseas school has the potential to:

- . . . make classmates and close friends out of future international leaders.

- . . . serve as an important agency for local community activity and improvement.
- . . . promote programs designed to facilitate the achievement of international objectives and serve as a laboratory for multi-cultural curriculum development.
- . . . provide the United States with a large corps of American youth who have knowledge of the languages and cultures of the homes abroad, and who thus represent a youth group with the potential for international service and leadership
- . . . provide the U. S. culture with teachers who have had peace-time overseas teaching experience and multi-cultural orientation.
- . . . serve as an ideal overseas assignment center for teachers in American school systems who would benefit from international experience and who would greatly enrich their schools upon their return.
- . . . serve as a training ground for student teachers of American colleges and universities to provide multi-cultural experiences for prospective teachers.

Under the sponsorship of the Office of Overseas Schools in Washington, D.C., these functions are currently being investigated and tested in projects conducted by such U. S. universities as the University of Alabama and Michigan State University. Projects are also being sponsored and assisted by the Southeastern Educational Laboratory in Atlanta, Georgia.

#### *The Overseas Schools in Latin America*

The American-type schools in Latin America have many of the same characteristics and a pattern of development similar to these types of schools in other parts of the world, except for one significant difference, their origin. In Latin America, the national citizens have played a major role in founding the schools. Many of the Latin American parents had been educated in the United States and desired an American-type education for their children. From the beginning they have worked together with American parents in the community to establish and manage an American-type school. In several cases, Bucaramanga, Colombia, for example, all of the parents who organized to found the school were national citizens.

The participation of national citizens in the founding of an American-type school has caused these schools in Latin America to exhibit characteristics somewhat different from these schools in other parts of the world. The most obvious difference is in the composition of the student body. Most of these schools in other parts of the world have student bodies which are predominately

American and only a small percentage of their students are host and third country nationals. The schools in Latin America, however, have student bodies which are composed largely of dependents of national citizens. In Colombia, for example, the American-type school in Bogota is the only one out of six to have more than one half American students. All the other schools have less than 25 per cent American students.

This composition of the student body has had a definite effect on the structure of the language aspect of the curricula offered in the schools. In the schools in the other parts of the world, the American curriculum is offered, taught in English with special classes for non-English speakers in order to bring them to the necessary language level so that their instruction can be conducted in English. Some attention is then given to the language, customs and social studies of the host country, but for the most part these are taught in the traditional manner. This is a natural approach when nearly all of the students are native English speakers.

In the schools in Latin America, however, because of the larger proportion of national citizens, several patterns of curriculum organization with respect to language are possible. These patterns can be demonstrated by depicting the amount of time allotted to each of the languages taught in the school. For clarity, Spanish and English are used as examples.

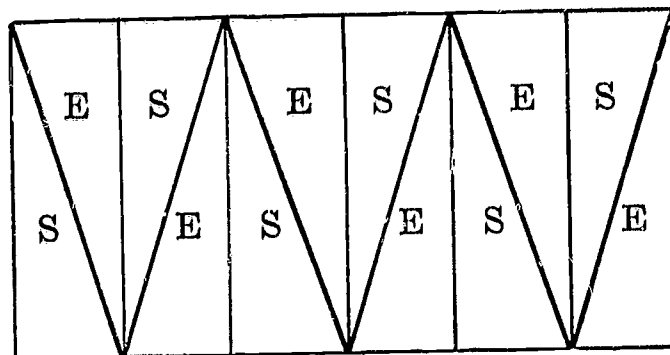
Model I\*

English
Spanish

Model I: Instruction can be equally divided between English and Spanish. Usually, a school operating with this structure will have one session, either morning or afternoon, offered in one language and the other session offered in the second. Sometimes, instruction given in one language is duplicated in the other. In other cases the instruction offered in one language is not duplicated but is reinforced or extended in the second language.

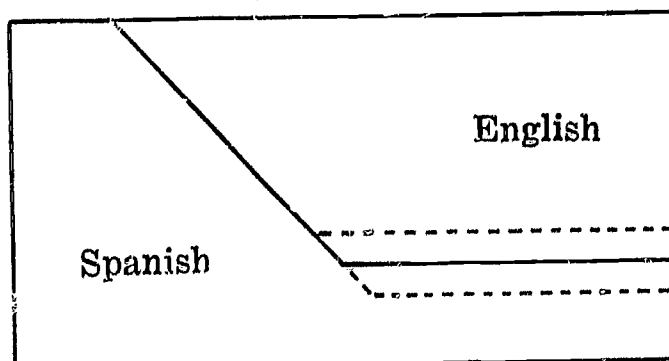
\*These models first appeared in *Raison de Ser of the Bilingual School: a Handbook for Teachers*. This is a publication prepared by the Educational Materials Development Center of the Southeastern Education Laboratory in Atlanta, Ga.

Model II



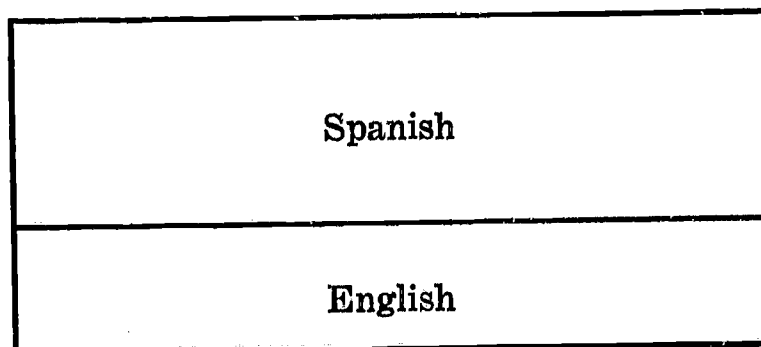
Model II: Instruction can be provided in both languages, giving each one approximately the same amount of time, but any time-block may contain the two languages used in an integrated or blended manner. Team-teaching is often used in this kind of program.

Model III



Model III: Instruction can begin totally in Spanish and as the student gains mastery of English, less and less time is devoted to instruction in Spanish until all instruction is offered in English. In the final years, Spanish may be studied as another subject in the curriculum. This structure is designed to make the Spanish speaker completely fluent in English.

Model IV





Model IV: Instruction can be offered in Spanish while English is also offered, either as another subject or as the language in which some of the subjects are taught.

What often occurs in the programs of the American-type schools in Latin America is that elementary programs are constructed after the fashion of Model III and secondary programs are taught in English with the local language offered as an additional subject in the curriculum. The stipulation is then made that all non-English speakers enter the school at the beginning of the program so that by the time they reach the secondary school level they are prepared to receive all instruction in the English language. This practice is consistent with many recent studies in language learning which indicate that a child should begin school with instruction in his native language to avoid the difficulties which occur when a child is forced to learn through a language he does not command. Other combinations of patterns are also found.

Another effect of Latin American participation in the management of the schools is the increasing number of schools which are offering both the American curriculum and the national curriculum. All of the the schools in Colombia that have a complete secondary program offer both the American curriculum and the Colombian Bachillerato. With the large number of Latin American students, many would not be able to attend college or university in the United States. By offering the national curriculum as well, the schools are more effectively meeting the needs of their students by preparing them for further education in their own country.

The active participation of Latin Americans in the management of the overseas schools has helped many of the schools to realize some of the more ideal goals of international cooperation and understanding. A successful school which is conducted and controlled jointly by the members of the local as well as the American community would create more of an atmosphere of mutual cooperation and respect than one which is managed by and serves one nationality alone. To this end the schools in Latin America are making significant progress.

Hopefully, the eventual objective of all American-type schools overseas should be to serve equally the American and local communities offering a truly integrated curriculum, one which takes full advantage of the opportunities offered by the representative cultures and educational systems.

The directors of the American-type schools in Latin America have identified the following objectives as important for their schools:

1. "To promote friendship between the people of the United States and the Latin American people.

2. To help interpret one culture to the other — North American to Latin American and vice versa.
3. To develop a comprehension of and respect for the ways of life of others.
4. To help provide leaders of intelligence and character for the countries in which the schools are located.
5. To foster self-development, self realization, and self-improvement among the students.
6. To teach English to Latin American children and Spanish (or Portuguese) to North American children.
7. To offer an academic program acceptable to both the North American and Nationals using the schools.
8. To utilize and demonstrate United States methods of instruction.
9. To improve leadership in developing improved practices in education in the countries in which the schools are located."

The achievement of these objectives is almost impossible for most of the schools without both financial and professional assistance. Local funds especially for plant construction have been available to the schools in some cases. However, the most substantial financial assistance has come from the U. S. Government.

For more than two decades the U. S. Government has provided financial support to American-type overseas schools through the Department of State and related agencies under various legislative authorities. The first assistance was appropriated by Congress in 1944 for the benefit of a small number of American schools in Latin America. In 1948, under the U. S. Information and Educational Exchange Act additional funds became available. The Inter-American Schools Service, a contract agency of the American Council on Education, administered the program. The authorizing legislation required the schools receiving assistance be non-sectarian, nonprofit institutions, American or binational in character, and open to the enrollment of American, host country, and third-country children.

The financial assistance program became worldwide in 1957 when funds became available from the sale of surplus commodities in a number of countries in all parts of the world under Public Law 480. Funds from this source enabled qualified schools to provide scholarships for local students attending the schools, to supplement teachers' salaries, and, in some instances, to construct school buildings. A 1959 amendment to the Mutual Security Act provided funds for library materials, science teaching equipment, site acquisition and school construction.

The Foreign Assistance Act of 1961 established the Agency for

International Development (AID) as the new foreign aid agency which provided monies for the education of dependents and for construction of school facilities under special circumstances. In 1963 the Foreign Service Act of 1946 was amended to provide support for dependents education in countries in which AID was not active.

The multiplicity of programs of assistance administered by the Department of State and AID were coordinated in the establishment of the Office of Overseas Schools (O/OS) in 1964. This organization is able to effect a more coordinated financial assistance program for the numerous American-type schools located in all parts of the world.

With the money made available by the O/OS, many different types of assistance have been made available to the binational schools by U. S. universities. Some of the more important programs of assistance have been implemented by New York University, Michigan State University (MSU) and the University of Alabama. An example of what the University of Alabama has done and is doing will be considered in detail later in this report.

There are numerous types of assistance that can be made available to the binational schools; and in order to make the assistance most effective, an understanding of the schools and their personnel is necessary.

Early in the history of binational schools, it was generally true that many of the teachers were the wives of U. S. business, government, or missionary personnel. The situation still prevails to some degree. Sometimes the teachers were superbly trained and experienced, but more often they were inexperienced and had a less than adequate professional background. Staffs were completed with national teachers who had received their professional training in the local colleges or universities which often taught that education should be presented dogmatically by rote.

As the schools grew, professional administrators were employed from the U. S., and additional staff members with proper educational preparation were also imported. In many schools, for a wide variety of reasons, the turn-over of teachers was large. Among the teachers who enjoyed working in the somewhat exotic atmosphere and who remained for repeated contract terms, a sense of professional starvation or isolation developed that even the periodic home leaves could not alleviate. That something had to be done to upgrade the staff, decrease the turnover, and improve the professional performance of the schools was recognized by the administrators; and many methods and expedients were tried.

Sponsored first by International Schools Service (ISS) and



later by the O/OS and implemented by several different universities, workshops under the direction of various educators were held for teachers and administrators. MSU, for example, initiated a program designed to provide consultative services to the American School of Mexico City. This initial contact led to the formation of the Association of American Schools of Mexico, the first regional association of binational schools in the world. In addition to aiding in the formation of such an organization, MSU entered into an agreement with the new association to provide an in-service program for teachers in the overseas schools. During the 1959-60 school year, MSU offered credit courses at the American Schools in Mexico City and Monterrey. Consultative services and occasional credit courses were offered to the other member schools of the association. The program and MSU's commitment to the American Schools in Mexico continue today.

In addition, specialists in subject areas traveled throughout Latin America, spending an allotted time in each of the schools. Consultants on curriculum, plant construction, finance, and administration made the rounds and assisted as they could. Evaluators from the Southern Association of Colleges and Schools added their constructive criticism.

All of the activities were generally very helpful to the schools although there were times when the results in improved education hardly seemed worth the effort. The reasons for this sometimes lay in the schools and sometimes elsewhere, but through the years, the teachers, the administrators, and the visiting experts continually sought for improved methods to handle the problem.

In 1961 Dr. W. R. Goodson, Texas State Education Agency; Dr. C. J. Patterson, Superintendent of the American School Foundation, Mexico D. F.; Dr. Robert L. Hopper, then Dean of the College of Education, University of Alabama; and Dr. Paul G. Orr, then Superintendent of the American School Foundation, Monterrey, Mexico; met with the administrators of the binational schools in Colombia to assist them in forming an Association and to explore means and methods by which education in those schools might be improved. Out of those meetings came not only the Association of Binational Schools in Colombia but also the ground work for the subsequent preparation — in conjunction with University of Alabama College of Education professors and the Inter-American Schools Service — of a book entitled *Manual for School Board Members*. This was the beginning of a relationship between the Association of Binational Schools of Colombia and the University of Alabama that developed and was later formalized by contract.

On February 7, 1966, Dr. Paul G. Orr, Director of Project Development, College of Education, University of Alabama, sub-



mitted to the University Graduate Council a memorandum entitled "A Proposed Project in International Education."

The resulting contract between the University of Alabama and the Karl C. Parrish School and the agreement between the Association of American Schools in the Republic of Colombia and the University of Alabama are presented in Appendix A and B respectively.

## CHAPTER II

### **The University of Alabama International Education Programs in the College of Education**

The basic philosophy of the College of Education and its commitment to international education is expressed in the following statements.

It is believed that the first and foremost obligation of the College of Education is to the people of the State of Alabama. To exercise this obligation properly means that we must focus our attention on education in all its aspects and forms and in all its relationships to the human condition. Thus, our obligations extend to the people of the nation, to other peoples of the world, and to the development of a strong profession of education (which cannot and should not be geographically circumscribed).

One objective of the College of Education takes precedence over all others, and within itself establishes the rationale for international involvement: *We must help build an ever improving program of education within the State of Alabama.* In pursuit of such excellence, we must provide experiences and opportunities for ourselves and for our students which will attenuate provincialism and will enhance education — all within a framework that augments our concern for local problems and conditions and enables us to contribute maximally to their diagnosis, treatment, and solution through instruction, research, service, and related activities.

The interdependence of the people of the world demands that major forces for enhancing the optimum development of people throughout the world be developed as rapidly as possible. Education is one such force. For these reasons, participation in the schools and the educational processes of other countries is of fundamental importance in our helping to continue to build quality educational programs in the State of Alabama.

Based upon these convictions and aspirations, a program for advanced preparation of teachers in Colombia was developed. The program offers graduate credit courses in education and related fields leading to a Master of Arts degree in Education and educational specialist degree for teachers and educational administrators residing in Latin America. University of Alabama personnel, in cooperation with selected schools and universities, teach courses in binational schools in Latin America. University Centers have been established in Bogota, Colombia and Port-au-Prince, Haiti. The Bogota Center is a designation used to include all six areas in Colombia served by the University program.

Any teacher or administrator in a school in Latin American may participate in the program after being admitted to the Graduate School of the University of Alabama. Admission requirements:

1. A score of 115 for conditional admission and 120 for unconditional admission on the AGCT where use of the GRE, MAT, or TEEP is not feasible; such test is (AGCT) to be administered by a qualified person approved by the Dean of the College of Education.
2. In addition, fluency in the English language is required: such fluency is determined and attested to by the Director or Superintendent of the school in Colombia in which the prospective student teaches.
3. Any teacher in the schools included in the project may:
  - a. audit courses which are offered as a part of the program in Colombia, or
  - b. if he holds a bachelor's degree or the equivalent, be admitted as irregular post-graduate, and at any subsequent time — based on class performance — a University of Alabama professor offering any particular course may recommend to the Dean of the Graduate School that the student be conditionally admitted to the Graduate School regardless of previous formal deficiencies; admission being at the discretion of the Dean.

Admission forms may be secured from any professor teaching a course in the binational schools or by writing to the Graduate School, Drawer W, University of Alabama.

The necessary forms are: one copy of an *Application for Admission to Graduate School*, two copies of an *Application for Admission to University Center*, *Two Letters of Evaluation*, and a *Transcript Label* for each college attended by the applicant.

All completed application and letters of evaluation forms and test scores are to be sent to Dr. Paul G. Orr, Box 6303, University, Alabama 35486. Letters of evaluation forms should be given or sent to those people who the applicant wishes to write the recommendations. These forms are, then, mailed directly to Dr. Orr. One *Transcript Label* form is to be sent to each institution of higher education previously attended by the applicant. All forms are presented in Appendix C.

In registering for a graduate credit course, the student must complete a *class schedule* form signed by the professor who is teaching the course, an *Alumni Office Information Card*, and an Office of Admissions and Records card. The latter form is completed only once an academic year. All forms similar to those in Appendix D are available from the course professor.

Personnel in the binational schools often plan to fulfill residence requirements for an advanced degree through attendance of summer school on the University of Alabama campus. American citizens teaching in Latin American schools who are interested in summer school classes should secure the necessary registration forms by writing to: Registrar, Admission and Records Office, Box N, University, Alabama, before *May 1*. Non-American personnel must write Mrs. Beatrice McLain, Director for International Student Affairs, Box 6251, University, Alabama before *April 1*. All information concerning courses, schedules and housing is available from these two sources.

One requirement for admission to summer school for non-American personnel is a satisfactory score on the TOEFL (Teaching of English as a Foreign Language) test. Upon request Mrs. McLain will arrange for the test to be administered in the city where the binational school is located. The test fee is \$10.00.

The master's degree program consists of three areas of study: general professional, professional major, and study in cognate areas. The specific areas include:

- Area 1. General Professional — up to 12 semester hours
  - ACD 233 Introduction to Public School Organization and Administration
  - ACD 291 Principles of Curriculum Development
  - CGP 211 Principles of Guidance
  - EPY 261 Contributions of Psychology to Teaching
  - EED 222 Modern Elementary School Programs
  - EDH 203 Sources of American Educational Thought
  - SED 230 Modern Secondary School Program
- Area 2. Professional Major — Minimum requirements determined by each department
- Area 3. Cognate — Minimum up to 12 semester hours. Each department has determined the areas cognate to its degree program and has stated the minimum number of hours required in the Cognate area. Variations are permitted in order to accommodate special programs. The Cognate Area includes:
  - (a) Study in areas outside the field of professional education. (For example, secondary teachers are required to complete a minimum of 12 semester hours in their teaching areas.)
  - (b) Study in areas of professional education which are relevant to a student's career objectives in the major field.

An educational specialist degree is also offered to binational-school personnel who have completed their master's degree.



The degree requires a minimum of 30 semester hours above a master's degree. The distribution of these hours depends on whether the major is in a teaching field, such as mathematics, or in a field of professional education. For a teaching field major, the following applies:

1. A student entering the program with a master's degree in the designated teaching field must take a minimum of 12 additional graduate hours in this field.
2. A student entering the program with a master's degree in a different field must take enough hours in the designated field to bring his total to at least 36 graduate hours in the field.
3. He must take, as a part of the Ed.S. program, two courses in the teaching of higher education, with one of these courses giving emphasis to the junior college as a dimension of higher education.
4. In all cases, courses not needed to meet these specific requirements must be taken in the major field or, with the approval of the major department, in closely related fields.

In the College of Education, specialists' programs are offered in a variety of fields including: administration; counseling and guidance; curriculum study and research; educational psychology; elementary education; health, physical education, and recreation; secondary education; vocational rehabilitation counseling; student teacher supervision; general supervision and supervision in a variety of areas. The structure of these programs differs depending on their purposes.

In general, regulations governing master's degrees apply to this degree.

Individual programs on the master's or specialist level will be planned by the student and his University of Alabama advisor.

The normal registration and course fee at the University of Alabama is \$50.00 for three semester hours. In some cases the binational school pays all fees for professional personnel attending the courses.

A maximum of six semester hours of credit may be transferred from an approved college or university. Near the completion of the program, an oral or written comprehensive examination is required. The student must maintain a 2.0 grade point average (B) in all work attempted.

A plan for implementing the in-service program in the binational schools in Colombia is presented in Appendix E. Appendix F presents a sample budget for implementing the in-service program in Colombia.

The results of the first operational year of the Colombian Project, 1966-67, were: (1) each school received at least 20 days of service from the University of Alabama with a total of 173 days provided; (2) five graduate courses were offered (one was for administrators); (3) faculty members offered consultative services in their major areas; (4) six workshops were held (four in the use of audio-visual materials and two in early childhood education). and (5) three schools were provided with major program development and improvement activities to qualify for and maintain standards of accreditation.

Collateral to the services provided are two other highly important university activities that, in effect, support the program of providing services for the binational schools of Colombia. They are: (1) the building of professional libraries in the member schools, and (2) providing in Colombia a part of the student teaching and preparation experience for selected students at the university.

The student-teacher program is described in Chapter III; however, the library program can best be described by a quotation from a summary report of the Colombian Project in 1966-67.

A basic necessity for graduate courses and professional staff development is adequate library resources. For this reason, each professor involved in teaching courses in Colombia has selected a basis reference library to support the course he teaches. These books have been purchased and sent to the schools where the courses are taught. The books remain in the schools' libraries. The funds to purchase books have been generated from tuition fees paid by the students enrolled in the courses. Essentially, therefore, the books constitute a major contribution by the University of Alabama to the program.

Tables 1, 2, and 3 report in detail the graduate courses provided, workshops and consultative services offered, and books purchased for the Colombian binational schools during the first year of operation of the project (1966-67).

Five courses were taught in three schools in the 1966-67 school year according to Table 1. Forty-three students attended the courses for credit while twenty-nine audited them.

Table 2 lists the workshops and consultative services completed by the College of Education in the Colombian Project in 1966-67. Workshops were presented in the areas of audio-visual and early childhood education. Self-study leading toward accreditation was accomplished in three schools and general consultative assistance in the area of curriculum-administration was offered in another school.

Two-hundred and thirty-five books were purchased by the College of Education to be used in the courses offered in the schools during the 1966-67 academic year according to Table 3. These books were to become part of the libraries in the schools and available for future courses.

Built on the experiences of the first year, the plans for the second year's operation showed expansion and improvement. Tables 4, 5, 6, 7 and 8 describe the activities of the College of Education in the Colombian Project in 1967-68.

Table 4 presents information concerning the graduate courses offered in six of the bi-national schools. Fourteen courses were taught during the 1967-68 year with fifty students attending for credit and forty-six auditing the courses.

**Table 1**  
**Graduate Courses Provided**  
**for Binational Schools**  
**1966-67**

City	School	No. of Courses	Course Title	Credit	Students Audit
Barranquilla	Karl C. Parrish	3	ACD-291 Principles of Curriculum Development	12	10
			CGP-211 Principles of Guidance	9	9
			ACD-359 Problems in School Administration	6	3
Bogota	Nueva Granada	1	ACD-291 Principles of Curriculum Development	10	2
Bucaramanga	Colegio Panamericano				
Cali	Colegio Bolivar	1	EPY 263 Contributions of Psychology to Teaching	6	5
Cartagena	Colegio Jorge Washington				
Medellin	Columbus School				
<b>TOTAL</b>		<b>5</b>		<b>43</b>	<b>29</b>



**Table 2**  
**Workshops and Consultative Services**  
**1966-67**

Location	School	Activity	Professor	Date	Portion of Activity Completed
Barranquilla	Karl C. Parrish	A-V Workshop Self-Study for Accreditation (SACS)	Graydon Ausmus Robert L. Hopper Paul G. Orr	November '66 Oct. 31- Nov. 5	100 % 100 %
Bogota	Nueva Granada	A-V Workshop	Graydon Ausmus	November '66	100 %
Bucaramanga	Colegio Panamericano	Consultation Adm./Curr. Self Study-Accred. & Prog. Dev.	David M. Bjork	Sept. '66  3 wks. spring '67	100 %
Cali	Colegio Bolivar	A-V Workshop Early Childhood Educ.-Workshop	Graydon Ausmus Virginia Macagnoni	November '66 September '66	100 % 100 %
Cartagena	Colegio Jorge Washington	A-V Workshop Self Study-Accred. & Prog. Development	Graydon Ausmus Robert E. Bills & Consultants	3 wks spring '67	
Medellin	Colombus School	Early Childhood Educ. Workshop	Virginia Macagnoni	September '66	100 %

**Table 3**  
**Books Purchased for Schools**  
**1966-67**

Course	No. of Books	Course Description
291	110	Principles of Curriculum Development. — Principles, problems and practices influencing curriculum planning. Three hours.
211	40	Principles of Guidance. — Sociological, psychological, and educational foundations of guidance; history and growth of the guidance movement; functions, scope, organization, and administration of guidance. Three hours.
263	85	Contributions of Psychology to Teaching. — Principles of education psychology for teaching and for educational services in schools and colleges. Three hours.
359	All of above Appropriate	Problems in School Administration. — An advanced course for school administrators in which an actual problem is selected and treated consistent with the principles of educational administration.
<b>TOTAL</b>	<b>235</b>	

**Table 4**  
**Graduate Courses Provided**  
**for Binational Schools**  
**1967-68**

City	School	No. of Courses		Students Credit Audit
Barranquilla	Karl C. Parrish	4	EDH 203 Sources of American Educational Thought	11 6
			ED 100 Special Problems in Education	3
			ACD 387 Field Work in Administration	2
			ACD 304 Field Work in Curriculum	2
Bogota	Nueva Granada	1	EPY 263 Contributions of Psychology to Teaching	4 3
Cali	Colegio Bolivar	1	CGP 211 Principles of Guidance	10 1
Cartagena	Colegio Jorge Washington	4	ACD 291 Principles of Curriculum	7 8
			ED 100 Special Problems in Education	1
			ACD 387 Field Work in Administration	1
			ACD 304 Field Work in Curriculum	1
Medellin	Columbus School	3	EPY 263 Contributions of Psychology	24
			ACD 387 Field Work in Administration	1
			ACD 304 Field Work in Curriculum	1
Port-au-Prince Haiti	Union School	1	EED 222 Modern Elementary School Programs	6 4
<b>TOTAL</b>	<b>14</b>			<b>50 46</b>

The consultative services provided to the seven binational schools in Colombia and Haiti are described in Table 5. Sixteen University of Alabama personnel offered consultative services in the schools working a total of 221 days during the academic year of 1967-68.

Table 6 compares the number of binational school personnel attending summer school at the University of Alabama in 1968 with those who attended in 1967. Fourteen educators from the schools were on campus in the summer of 1968 as compared with thirteen in 1967. The greatest number of people each summer came from the Karl C. Parrish school in Barranquilla, Colombia. One teacher came from the Union School in Port-au-Prince, Haiti to attend the summer session for the first time as the University initiated its program there during the 1967-68 year.

A comparison of activities provided by the University of Alabama in 1968 with those offered in 1967 is presented in Table 7. The same number of basic graduate credit courses (five) were taught both years. Nine special problems and field courses were taught in 1967-68 whereas only one was offered the previous year. Twenty-four more teachers attended the courses in 1967-68 than during the first year. Ten different types of consultative services were provided the second year compared to four in 1966-67. The number of faculty members participating in the project in 1967-68 doubled over those participating in 1966-67, twenty-two to eleven.



**Table 5**  
**Consultative Services**  
**1967-68**

Location	School	Activity	Professor	Date	Days
Barranquilla	Karl C. Parrish	Testing Program Development	Carl Cecil	1/19, 2/2, 5/15, 6/4,5	5
		General Program Improvement	Robert Alfonso	9/5,6	2
		Social Studies Program Dev.	Adolph Crew	3/7-9	3
		Counseling Program Improv.	Leeman Joslin	1/26-28	3
		Student Teacher Program	James Powell	3/20-23	4
		Student Personnel Program	John Seymour	1/25-26	2
		Student Teacher Program	Gerald Firth	2/3-6	
			Marjorie Swift,	4/13-17	
			Grace Rockarts	5/10	10
		Survey, Dev. of Description Data	Robert Seaquist	10/14-16	3
Bogota	Nueva Granada	Survey, Dev. of Description Data	Robert Seaquist	9/30-10/9	10
		Testing Program Development	Carl Cecil	1/14-27, 5/15-23	23
		Student Personnel Program	John Seymour	1/22-24	3
		Student Teacher Program	Gerald Firth	2/9-10	2
			Grace Rockarts	5/6-7	2
Bucaramanga	Colegio Panamericano	Survey Dev. of Descriptive Data	Robert Seaquist	10/7-14	8
		School Plant Planning	James Curtis	1/20-29, 5/30-6/7	18
		Student Personnel Program	John Seymour	1/25-26	2
		General Program Improve.	Robert Alfonso	8/21-29	9
Cali	Colegio Bolivar	Survey, Dev. of Descriptive Data	Robert Seaquist	9/16-23	8
		Student Teacher Program	Gerald Firth,	2/6-9,	
			Marjorie Swift	4/24-30	
			Grace Rockarts	5/8	12
		Social Studies Program Dev.	Adolph Crew	2/26-3/2	6
		Science, Student Teacher Programs	James Powell	3/13-18	6

Cartagena	Colegio Jorge Washington	General Program Improvement	Robert Alfonso	8/30-9/5, 1/14-27	21
		Student Personnel Program	John Seymour	1/18-19	2
		School Plant Planning	James Curtis	1/30-2/1	3
		Student Teacher Program	Gerald Firth, Marjorie Swift Grace Rockarts	2/10-14 4/17-24 5/9	11
Medellia	Columbus School	Social Studies Program Dev.	Adolph Crew	3/4-5	3
		Science, Student Teacher Prog.	James Powell	3/18-20	3
		Survey, Dev. of Descriptive Data Testing Program Development	Robert Seagquist Carl Cecil	9/23-30 1/27, 2/2, 5/23-6/3 3/10-13	8 11 4
		Science; Student Teacher Prog. Planning and Program Development	James Powell Frank Rose, Alex Pow Robert Bills, Paul G. Orr Raymond McLain		
Port-au-Prince Haïti	Union School			3/27-31	5
		General Program Development	Robert Bills, Paul G. Orr	1/7-10 5/24-5/28	4 5
		School Plant Planning	James Curtis		
		TOTAL		16	

**Table 6**  
**University of Alabama**  
**Office of International Programs**  
**Opportunities on Campus — Summer School**

City	School	No. Enrolled	
		1967	1968
Barranquilla	Karl C. Parrish	7	6
Cali	Colegio Bolivar	4	5
Cartagena	Colegio Jorge Washigton	2	2
Port-au-Prince Haiti	Union School		1
<b>TOTAL</b>		<b>13</b>	<b>14</b>

**Table 7**  
**Comparison of Activities**  
**in the Colombian Project**

Activity	Number	
	1966-67	1967-68
Basic Graduate Credit Courses	5	5
Special Problems and Field Courses	1	9
Number Participating in Courses	72	96
Types of Consultative Services	4	10
Faculty Members Offering Services	11	22

Table 8 presents the number of books purchased by the College of Education for the courses offered in the Colombian binational schools during the 1967-68 academic year. One hundred thirty-five books were added to the libraries of the schools in the second year of the project.

All graduate credit courses offered in each of the Colombian binational schools since 1966 with projected courses for the years of 1968 to 1971 are presented in Table 9.

Table 10 shows the consultative services of the College of Education in the schools during the first two years (1966-68). Services for 1968-69 are also presented with those of 1969-71 to be arranged at a later date.

The University of Alabama program (credit courses, problem and field work courses and consultative and related services) which was offered in each of the seven binational schools the past two years and projected activities for the next three years are in Tables 11-17.

**Table 8**  
**Books Purchased for Schools**  
**1967-68**

Course	No. of Books	Course Description
EDH 203	93	Sources of American Educational Thought — An investigation of philosophical viewpoints which may be of value in developing educational ideas. Three hours.
ACD 369	29	Problems in School Administration — An advanced course for school administrators in which an actual problem is selected and treated consistent with the principles of educational administration. Three hours.
EPY 263	6	Contributions of Psychology to Teaching — Principles of educational psychology for teaching and for educational services in schools and colleges. Three hours.
ED 100	7	Special Problems in Education — Independent study. Three hours.
<b>TOTAL</b>	<b>135</b>	



**Table 9**  
**Graduate Credit Courses**  
**1966-71**

School City	1966-67	1967-68	1968-69	1969-70*	1970-71*
Colegio Parrish: Barranquilla	ACD 291 Orr CGP 211 Roberts ACD 359 Staff	EDH 203 Jones ED 100 Orr ACD 387 Staff ACD 304 Staff	EPY 263 (Bills)	SED 230	EED 222
Colegio Nueva Granada: Bogota	ACD 291 Temple Macagnoni	EPY 263 Cecil	Consultative Service for "Self Study" Organization	TBA	TBA
Col. Panamericano *Bucaramanga			ACD 291 (Leles)	EED 222	CGP 211
Colegio Bolivar: Cali	EPY 263 Holiday	CGP 211 Joslin	SED. Prob. Course (Firth)	ACD 291	SED 230
Colegio Jorge Washington: Cartagena		Firth ACD 291 Alfonso ED 100 Staff ACD 387 Staff ACD 304 Staff	EPY 263 (Bills)	CGP 211	EDH 203
Columbus School: Medellin		EPY 263 Cecil ACD 387 Staff ACD 304 Staff	ACD 291 (Seagquist)	EDH 203	CGP 211
Union School: Port-au-Prince		EED 222 (1/2) Thompson	EED 222 (1/2) (Thompson)	ACD 291	EPY 263

\*Tentative

**Table 10**  
**Consultative Services**  
**1966-71**

School City	1966-67	1967-68	1968-69	1969-70*	1970-71*
Colegio Parrish: Barranquilla	Self-Study for Accreditation	Testing Program Dev. General Prog. Impr. Counseling Prog. Dev. Student Teacher Prog. Student Personnel Prog. Survey and Dev. of Data	Counseling Prog. Self-Study El. School		
Colegio Nueva Granada: Bogota		Testing Prog. Dev. Student Tcher. Prog. Student Personnel Prog. Survey and Dev. of Data	Counseling Prog. Self-Study for Accreditation		
Colegio Panamericano: Bucaramanga	Administraion- Curriculum Self-Study for Accreditation	School Plant Planning Student Personnel Prog. General Prog. Impr. Survey and Dev. of Data	Counseling Prog.		
Colegio Bolivar: Cali		Student Teacher Prog. Social Studies Prog. Science, Student Tcher. Survey and Dev. of Data	Counseling Prog. Non-graded High School Prog.		
Colegio Jorge Washington: Cartagena	Self-Study for Accreditation	General Prog. Impr. Student Personnel Prog. School Plant Planning Student Teacher Prog. Social Studies Prog. Science, Student Tcher.	Counseling Prog.		

Columbus School: Medellin	Testing Prog. Dev. Science, Student Tchr. Planning and Prog. Dev. Survey and Dev. of Data	Counseling Prog.
Union School: Port-au-Prince	General Prog. Dev. School Plant Planning	Counseling Prog.

\*To be arranged

**Table 11**  
**University Program in**  
**Colegio Parrish — Barranquilla**

Year	Graduate Credit Courses	Professor	Problem and Field Work, Consultative and Related Services	Professor
1966-67	ACD 291 Prin. of Curr. Dev. CGP 211 Prin. of Guidance	Orr	Prob. in Sch. Adm.  Self-Study for Accred.  A-V Workshop	Orr  Orr  Ausmus
1967-68	EHD 203 Sources of American Ed. Thought	Jones- Bowyer	Survey Dev. of Data Prob. in Ed. (100) Field Work in Curr. (304) Field Work in Adm. (387) Testing Prog. Dev. General Prog. Impr. Counseling Prog. Dev. Student Teacher Prog. Student Personnel Prog.	Seaquist Orr Orr Orr Cecil Alfonso Joslin Powell, Swift, Firth Rockarts Seymour
1968-69	EPY 263 Contributions of Psy. to Teaching	Bills	Counseling Program Self-Study (Elem. School)	
1969-70	SED 230 Modern Secondary School Program		*	
1970-71	EED 222 Modern Elementary School Program		*	

\*To be arranged



**Table 12**  
**University Program in**  
**Colegio Nueva Granada — Bogota**

Year	Graduate Credit Courses	Professor	Problem and Field Work, Consultative and Related Services	Professor
1966-67	ACD 291 Prin. of Curr. Dev.	Temple- Macagnoni	A-V Workshop	Ausmus
1967-68	EPY 263 Contributions of Psychology	Cecil	Survey and Dev. of Data Testing Prog. Dev. Student Teacher Prog. Student Personnel Prog.	Sequist Cecil Firth, Rockarts Seymour
1968-69	Consultative Service for "Self Study" Organization	Orr	Counseling Program Self-Study for Accreditation	
1969-70	*		*	
1970-71	*		*	

\*To be arranged

**Table 13**  
**University Program in**  
**Colegio Panamericano — Bucaramanga**

<b>Year</b>	<b>Graduate Credit Courses</b>	<b>Professor</b>	<b>Problem and Field Work, Consultative and Related Services</b>	<b>Professor</b>
1966-67			Adm. and Curr. Dev. Self-Study for Accreditation	Bjork
1967-68			School Plant Planning Student Personnel Prog. General Prog. Impr. Survey and Dev. of Data	Curtis Seymour Alfonso Seaquist
1968-69	ACD 291 Prin. of Curr. Dev.	Leles	Counseling Program	
1969-70	EED 222 Modern Elementary School Programs		*	
1970-71	CGP 211 Principles of Guidance		*	

\*To be arranged

**Table 14**  
**University Program in**  
**Colegio Bolivar — Cali**

Year	Graduate Credit Courses	Professor	Problem and Field Work, Consultative and Related Services	Professor
1966-67	EPY 263 Contributions of Psychology	Holaday	A-V Workshop Early Childhood Ed.	Ausmus Macagnoni
1967-68	CGP 211 Principles of Guidance	Joslin	Survey and Dev. of Data Student Teacher Prog. Social Studies Prog. Science; Student Tchr. Prog.	Seagquist Firth, Swift, Rockarts Crew Powell
1968-69	SED Problems in Secondary Ed.	Firth	Counseling Prog. Non-Graded High School Program	
1969-70	ACD 291 Principles in Curriculum		*	
1970-71	SED 230 Modern Sec. School Programs		*	

\*To be arranged

**Table 15**  
**University Program in**  
**Colegio Washington — Cartagena**

Year	Graduate Credit Courses	Professor	Problem and Field Work, Consultative and Related Services	Professor
1966-67			A-V Workshop Self-Study for Accreditation	Ausmus Bills
1967-68	ACD 291 Prin. of Curr. Dev.	Firth-Alfonso	General Prog. Dev. Student Personnel Prog. School Plant Planning Student Teacher Prog. Social Studies Prog. Science; Student Teacher Prog. Powell	Alfonso Seymour Curtis Firth. Swift, Rockarts Crew
1968-69	EPY 263 Contributions of Psychology	Bills	Counseling Program	
1969-70	CPG 211 Principles of Guidance		*	
1970-71	EDH 203 Sources of Am. Ed. Thought		*	

\*To be arranged



**Table 16**  
**University Program in**  
**Columbus School — Medellin**

Year	Graduate Credit Courses	Professor	Problem and Field Work, Consultative and Related Services	Professor
1966-67			Early Childhood Ed.	Macagnoni
1967-68	EPY 263 Contributions of Psychology	Cecil	Field Work in Curriculum 304 Field Work in Sch. Adm. 387 Survey and Dev. of Data Testing Program Dev. Science; Student Teacher Program Planning and Prog. Dev.	Orr Orr Seagist Cecil Powell Rose, Pow, Orr Bills, McLain
1968-69	ACD 291 Principles of Curriculum	Seagist	Counseling Program	
1969-70	EDH 203 Sources of Am. Ed. Thought		*	
1970-71	CGP 211 Principles of Guidance		*	

\*To be arranged

**Table 17**  
**University Program in**  
**Union School — Port-au-Prince,**  
**Haiti**

<b>Year</b>	<b>Graduate Credit Courses</b>	<b>Professor</b>	<b>Problem and Field Work, Consultative and Related Services</b>	<b>Professor</b>
<b>1966-67</b>				
<b>1967-68</b>	<b>EED 222 Modern EL School Prog. (1/2)</b>	<b>Thompson</b>	<b>General Prog. Dev. School Plant Planning</b>	<b>Bills, Orr Curtis</b>
<b>1968-69</b>	<b>EED 222 Modern EL School Prog. (1/2)</b>	<b>Thompson</b>	<b>Counseling Program</b>	
<b>1969-70</b>	<b>ACD 291 Principles of Curr.</b>		<b>*</b>	
<b>1970-71</b>	<b>EPY 263 Contributions of Psychology</b>		<b>*</b>	
			<b>*To be arranged</b>	

## CHAPTER III

### Supporting Activities

In addition to the in-service program for teachers and administrators in the Latin-American binational schools, the College of Education of the University of Alabama has developed various other international education activities. Among them are the student teacher program in Mexico and Colombia, the international education program at Goshen, Alabama, and the personnel development program on the university campus.

The unique teacher education program enables selected students to teach in binational schools in Mexico or Colombia for a period of eight weeks. Such a program has a two-fold purpose: (1) it provides the future teachers with a broad experience meeting and working with culturally different people leading toward an international understanding which is essential in assisting U. S. boys and girls to develop a sound attitude about peoples of the world, and (2) it offers the binational schools the services of recently trained personnel who bring up-to-date educationally sound methods and creative ideas to classrooms in these schools.

The project in Goshen, Alabama, illustrates how a university may work cooperatively with a state department of education to strengthen this agency's role as it improves education through dimensions of international education.

The personnel development project identifies advanced graduate students who have had experience living and working in overseas situations which will enable them through further study to make an important contribution to international education.

### *STUDENT TEACHER PROGRAM*

What are some methods through which the provincialism of young teachers can be attenuated? How can the schools of the state be made more world conscious? How can the College of Education promote international understanding? These and other questions were involved in the thinking and planning that went into the establishment of a student teaching program in Latin America.

In order to influence the students in the high schools to broaden their thinking it seemed obvious that their teachers would need broad personal experiences. It was decided to permit student teachers to gain experience by doing some teaching in binational schools. Research since the time of the establishment of the program has indicated the correctness of the decision:

**"Major factors influencing teachers to become interested and/or involved in the area of international understanding**

were (1) school administrators, (2) college professors, especially those who have had personal experiences abroad, (3) first-hand personal experiences with people of different ethnic backgrounds, (4) home environments which facilitate and encourage exposure to foreign peoples and ideas, and learning of international matters, (5) enthusiasm and encouragement of others who were interested and/or involved in the area of international understanding, and (6) experiences abroad regardless of their duration."

Nearly all of the factors mentioned by Williams come to bear upon the students in the international experience.

In the spring of 1961 student teachers began going to Mexico City to teach. On the basis of certain simple criteria eight had been chosen out of a larger number of volunteers. Seven of the group were girls. They all paid their own expenses and the only financial concession made by the University was to cancel the dormitory fees during the period that they were gone. These arrangements have remained consistent throughout the entire time of U of A student teaching in Latin America.

Starting with those eight students in 1961 the history of the program is summarized in Table 18 which gives the numbers of students and the various locations in which they taught. In 1963 seven students went to Colombia for the first time; in 1966 three went to Barranquilla, Colombia and then two went to Barranquilla and one to Cali in 1967. In the Spring of 1968 eight did their student teaching in Colombia and thirteen went to two schools in Mexico.

**Table 18**  
**DISTRIBUTION OF STUDENT TEACHERS TO LATIN AMERICA**  
**FROM SPRING 1961 THROUGH SPRING 1968**

	Mexico City	Mon- terrey	Guada- lajara	Puebla	Bogota	Barran- quilla	Cali	Cart- agena	T
Spring 1961	8	—	—	—	—	—	—	—	8
Spring 1962	8	—	—	—	—	—	—	—	8
Fall 1962	—	10	—	—	—	—	—	—	10
Spring 1963	18	4	2	—	7	—	—	—	26
Fall 1963	—	4	—	—	—	—	—	—	4
Spring 1964	14	4	—	3	—	—	—	—	21
Fall 1964	—	3	—	—	—	—	—	—	3
Spring 1965	7	3	3	—	—	—	—	—	13
Spring 1966	10	—	3	—	—	8	—	—	16
Spring 1967	7	—	4	—	—	2	1	—	14
Spring 1968	11	—	2	—	—	3	3	2	21
<b>TOTALS</b>	<b>78</b>	<b>28</b>	<b>14</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>144</b>



During the years that student teachers have gone to Latin America several different subject areas have been covered. In Table 19 the major subject areas are listed alphabetically and the numbers of students teaching in the areas are shown under the proper years.

**Table 19**  
**Numbers of Student Teachers in Various Subject Areas by Year**

Major subject Area	61-62	62-63	63-64	64-65	65-66	66-67	67-68
Art			3				1
Biology		1	2			1	
Business			2	3			1
Commerce	1		1				
Elementary Ed.	1	3					
English	2	5	6	8	4	2	5
French	1	1	2			1	
History	1	1		2		5	4
Home Ec.				1	1		
Journalism						1	1
Latin		1					
Library Science			1				
Mathematics		2	2	3		2	
Physical Ed.	1		2				
Science	1	1		1			
Social Studies		2	7	6	6		
Sociology						1	
Spanish			1		2	3	
Speech			1				

Although the reactions of student teachers to their international travel experience are varied, they are almost invariably enthusiastic and they hope to return some day soon.

Three student teachers combined their experiences into a summary which includes reactions, attitudes and advice. It is quoted in full as follows:

The experience of living with a Mexican family in Guadalajara was one of the most rewarding aspects of our trip. The family that we stayed with was that of Señora Emma Gaitan, a beautiful and charming Spanish matron of one of the leading families in Guadalajara. Señor Gaitan, one of Guadalajara's leading doctors had died eight years before, leaving her with five unmarried children. After that all five quickly married leaving her alone in her beautiful Spanish mansion. To supplement her income so that she would be able to keep the home for her children and also to provide her with companionship, the señora began to board American girls. We were the first group from the University of Alabama to stay with her.

While there, we felt as though we were living in the lap of luxury. All three of us lived in the big front bedroom (complete

with balcony) that had been the room of her two married daughters. The beds were too comfortable for words and we even had our own large bathroom and free laundry service. As far as food was concerned we were amazed at its deliciousness. Our breakfast which we took each morning at 8:00 A.M. usually consisted of eggs (scrambled, Mexicana or Ranchero style, or boiled) three or four different kinds of fresh fruit — melons, cantaloupe, papaya, pineapple, strawberries and several kinds of tropical fruit that we had never tasted; french bread, coffee, juice and sweet rolls. How we walked two blocks to catch a bus each morning after eating this feast, I'll never know.

For lunch the cook, Trennie, always packed us a delicious sandwich, salad, and fruit which we usually ate with a coke or 7-up from the school's snackbar. After school, which was over at 3:30 P.M., we would take the bus home, fall in bed to nap or read and wait for Trennie to call us for supper which was our big meal for the day. This was unusual because most Mexicans have their big meal (comida) about 2:30 or 3:00 in the afternoon and then have a light supper about 9:00 P.M. However, this was impossible in our situation. Supper was always a feast and it was always a surprise to see what Mexican dish we would taste each night. Our señora was a fabulous cook and wanted us to taste everything. We loved frijoles and tortillas which were served at nearly every meal. And we especially like a dish called gaspacho which was a tomato or orange and cucumber soup-salad combination. Another really Mexican specialty that we enjoyed was a corn concoction called pozole.

We became fast friends with the families of the señora's three sons and two daughters and adored their children, but all Mexican children are so beautiful that it is difficult not to adore them. All of the children were under the age of four and there were three babies. We loved all of them and somehow conversed with them in spite of the fact that they spoke no English. However, we did teach them a few words like "hello" and "bye-bye."

By living with such a well-known family in Guadalajara, it was very necessary that we always watched our P's and Q's for we had the Señora's reputation to protect as well as our own. This was not inconvenient for us because we did not mind being given a curfew and letting the Señora approve of our dates. At least in this way, we were relatively sure of our own safety. However, if someone wishes to be completely on her own, it is advisable that she live in a boarding house, not in a home. For to live with a family is to really become a part of Mexican culture and this entails abiding by its rules for behavior. But it really isn't as bad as it sounds for if the girls respect their señora and her wishes, she will usually do her very best to make them happy — it's a mutual obligation.

Judged from the reactions of the participants, the University of Alabama's Student Teacher Program in Latin America must be considered an unqualified success. The students have had broaden-

ing cross-cultural experiences that will undoubtedly be reflected in their professional careers; College of Education supervisory professors have profited from their travels; and the staffs of the participating schools report many benefits from the fresh student approach to daily problems. At this date all of those involved believe that the program should be continued.

### *THE GOSHEN PROJECT*

An activity of the College of Education that offers support to the program in Colombia, and also derives support therefrom, is the Goshen Project. It is a project designed to explore the development of curriculums which are enriched through international education. In January, 1966, the Texas Education Agency drafted a proposal for the development of the Regional Education Agencies Project — International Education (REAP/IE). The proposal was to be funded under Title V of the Elementary and Secondary Education Act of 1965. The project would take as its major emphasis the strengthening of state education agencies (SEA) through dimensions of international education. The proposal provided for agencies to be set up in each of the five participating states — Texas, North Carolina, Alabama, Tennessee and Louisiana — to aid in attacking the problems faced by SEA's in understanding the importance of international education in curriculum planning, textbook development and adoption, and teacher education and certification. A state coordinator would be housed in each SEA in the participating states. The goal of the project is the training of teachers and, eventually of pupils so that they will have an understanding of foreign countries, cultures and their overall relationship to the people and government of the United States.

Under the sponsorship to REAP/IE the agreement reached during the spring of 1967 between the University of Alabama and the Alabama State Department of Education marked the beginning of the Goshen Project. The University agreed to provide a modicum of planning and assistance service to the Alabama State Coordinator of International Education. One of the purposes of the agreement was to assist the coordinator to plan and execute a pilot project in an Alabama public school, and to develop curriculum materials for the purpose of strengthening the curriculum through selected dimensions of international education.

Early in 1967 the Goshen School of the Pike County school system was selected by the Alabama State Department of Education as the pilot school for an experimental program in international education. The Goshen School was selected because of the interest of the Pike County superintendent in curriculum improvement and the quality of teacher interest and cooperation. Its small size and



rural location, 13 miles west of Troy, Alabama, provides an unlimited opportunity to reach pupils in grades 1-12 not previously involved in nor affected by international educational activities.

The project at the Goshen school is a cooperative venture involving personnel from the Alabama SEA, the Pike County School Superintendent, the principal and faculty of the Goshen School, teachers in the binational schools of Colombia, South America, and selected University of Alabama doctoral students under the direction of the associate dean of the College of Education. The doctoral students and SEA personnel act as consultants to the Goshen teachers to give assistance in planning and developing activities and materials for curriculum enrichment. In addition, the doctoral students serve as resource consultants to SEA personnel and the Goshen faculty in developing materials which stress purposes, activities and behavioral outcomes necessary to the enrichment of the curriculum. The associate dean of the College of Education at the University of Alabama directs the doctoral students in the construction of theoretical models for curriculum enrichment to be considered by SEA's in strengthening their leadership role in the schools they serve. Implications for the classroom activities of the Goshen Project for other Alabama schools will be considered by the SEA people. Teachers in the binational schools of Colombia serve as resource personnel, supplying information and teaching materials concerning Latin America. They serve as a beginning source for the Goshen teachers from which they can move into other world areas.

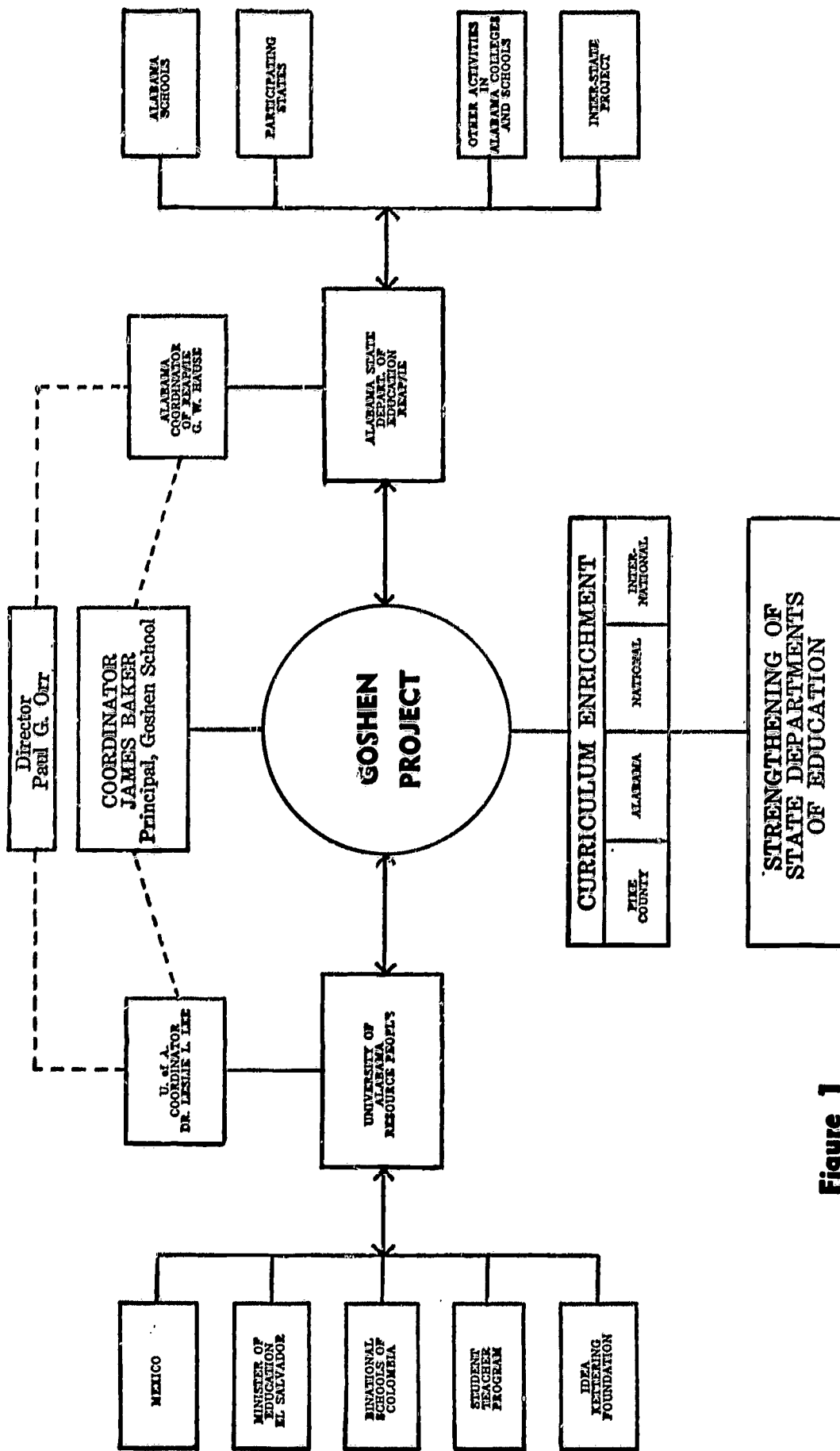
The Pike County school superintendent and the Goshen School principal lend local leadership and administrative support in addition to supplying needed instructional materials. Goshen teachers, through a close working relationship with the SEA personnel and the doctoral students, use international education materials developed by the doctoral students and themselves in actual classroom situations.

Figure I is a paradigm illustrating the input from various sources, project coordination, and the output of the Goshen Project. Under the University of Alabama coordinator, ideas, materials and resource people from Mexico, El Salvador, Colombia, IDEA, Institute for Development of Educational Activities of the Kettering Foundation and the University of Alabama student-teacher programs in Mexico and Colombia are funneled into the project. Suggestions, ideas, materials and resource personnel from other schools and colleges in Alabama and REAP/IE participating states flow into the project under the supervision of the Alabama coordinator of REAP/IE. The project is coordinated and directed locally at the Goshen School by the principal.

The ultimate goal of the Goshen Project is to provide a guide for



**Paradigm of Goshen Project Coordination**



**Figure 1**

all SEA's in the United States depicting opportunities to strengthen education through selected dimensions of international education. Such a guide would contain theoretical models describing the kinds of experiences and materials usable in enriching curricula at all grade levels and in every phase of school life. The guide could be employed in in-service programs in the various schools in each state and also in teacher-preparation programs in higher education.

During the summer of 1967 the Goshen Project was launched when 13 teachers and administrators from the binational schools in Colombia worked on plans and materials for the project. These selected educators clarified the purposes of international education, discussed how they should be implemented in the curriculum and reviewed available teaching materials. The binational school group agreed that behavioral changes that occur as a result of an international program should be:

- . . . an understanding of cultural differences
- . . . a receptiveness to new experiences
- . . . a willingness to learn other languages
- . . . less tendency toward stereotyping.

Educators from the Alabama SEA, Pike County, Alabama, binational schools of Colombia, Suoth America, REAP/IE in Texas and from the University of Alabama gathered on the university campus August 7 and 8, 1967, for the Second Annual International Education Conference. The primary purpose of the conference was to generate ideas, develop experiences and extract specific projects in the implementation of international education into the curriculum in the Goshen School.

The Goshen Project was initiated in the fall of 1967 when six doctoral students from the University of Alabama, selected because of their experience and interest in international education and their knowledge in curriculum development, made periodic trips to Goshen forming a close relationship with the school faculty. The goal of the first trips was to motivate the interest of students in knowing about peoples and cultures and to stimulate the teachers to investigate possible avenues to include such interest in their daily studies. The doctoral students searched for resource materials to bring to the knowledge of the Goshen pupils and staff. While presenting sources of materials, the graduate students attempted to assist the teachers to envision ways and means of implementing international content into their regular classes. After a few weeks, with each doctoral student coupled with two or three Goshen teachers in a subject matter area of the student's competence, projects began taking shape.

Twelve consultants from the Alabama SEA made frequent trips to the Goshen school during the fall of 1967 and made suggestions as to methods and materials and their sources to the teachers. In December, 1967, the SEA personnel issued a review of the accomplishments of the Goshen Project during the first three months of the project. The reviews noted the students' developing enthusiasm and interest in Latin American culture as well as their increasing knowledge, and made further suggestions of activities which could be used.

On February 1, 1968, Dr. W. R. Goodson, director of REAP/IE, Dr. Severo Gomez, director of REAP/Texas, Mr. G. W. Hause, director of REAP/Alabama and the doctoral students visited the Goshen School and assisted the teachers in planning for the second semester of the Goshen Project. In an informal meeting the visitors again explained the objectives of this experimental program and the role of each teacher during the remaining part of the 1967-1968 school year. The teachers were asked to develop a curriculum package, with the help of the doctoral students, which would be of value in SEA's work with faculties in other schools.

In the course of the second semester the doctoral students assisted the Goshen teachers to set forth objectives, concepts, instructional activities and develop materials and evaluate outcomes—all to be included in the above mentioned packages for the different grade levels and subjects. From these packages the doctoral students constructed theoretical models to be used by SEA's as guides in defining their roles and responsibilities in curriculum enrichment through selected dimensions of international education.

A 16mm. sound documentary motion picture titled "The Goshen Story" was created during the first year of the project. The film was written and produced through the Southeast Alabama Educational Media Center at Troy, Alabama. The purpose of the film is to describe what happened at the Goshen School that is useful for other schools in implementing international education in their curricula.

In March individual Goshen staff members with their corresponding doctoral student met with SEA consultants to discuss accomplishments of the project in their particular subject matter area during the winter months and to make plans for the remaining two months of school. The classroom teachers emphasized some of the students' activities related to the project. As a result of these conferences the SEA consultants made their final review of the activities and accomplishments of the second semester of the Goshen Project. The SEA group agreed that during this period the project was showing satisfactory progress in most of the classes. They

thought that the attitude and interest of the Goshen faculty students thought that the attitude and interest of the Goshen faculty, students and community people had increased greatly over the previous semester.

Plans are currently being formulated for the doctoral students from the university and the SEA personnel to meet together in the summer, 1968, to discuss the ways and means of disseminating the materials developed in the first year of the project to other schools in Alabama and to develop plans for continuation of the project through 1968-69.

### PERSONNEL DEVELOPMENT

The international education project conducted by the University of Alabama has had as one of its most important results the identification and education of doctoral students who are able, as a result of their experiences and university programs, to make an important contribution to the field of international education.

The program designed for these doctoral candidates has provided financial assistance in the form of assistantships, scholarships, or fellowships in every case, thus promoting a high degree completion result. In addition to offering various forms of financial opportunity to enrollees, the program, since 1968, has included internships or other practicum experience in the binational schools as a part of international education involvement.

The recipients of doctoral degrees resulting directly from the university's international program is of considerable interest, not only in the positions which they occupied when selected for admission, but also of significance in the opportunity they presently enjoy for making important contributions to the field of education in general and international education in particular. The doctoral students include:

\*David M. Bjork, formerly the director of Nueva Granada School, Bogota, Colombia. Dr. Bjork received his Ph.D from the University of Alabama in 1965. His dissertation entitled *Theoretical Models for International School Administration in the United States, Conceptualized From a Study of Cross-Cultural Factors in Latin America* was made possible by his research in the overseas schools and elsewhere. Presently Dr. Bjork is Professor of Education at the University of South Alabama at Mobile, and is actively engaged in the development of programs on the Mobile campus for students from binational schools. In addition he serves as a consultant to the University of Alabama on international education projects.



\*William McWhorter, formerly the director of the American School of Valencia, Venezuela, has completed all academic requirements and has his dissertation in progress. He is presently Academic Dean of Yancy State Junior College, Bay Minnette, Alabama, and also is exploring implications of international education for junior colleges.

\*Robert G. Seaquist received his Ph.D. in School Administration in August, 1968. Before entering the U. of A. he spent eight years in Brazil as the director of a binational school. After conducting extensive on-site research he completed his dissertation entitled *A Study to Develop a Planning Base for the Association of Colombian-American Binational Schools*. Dr. Seaquist has been appointed Professor of Education at the University of Alabama, and in addition to instructional responsibilities, he will assist the university in a continuation and expansion of its international program.

\*Leslie L. Lee, prior to enrollment in the doctoral program at the University of Alabama, was elementary principal of Colegio Americano in Puebla, Mexico, for several years. Dr. Lee coordinated a unique cooperative effort in international education between the Alabama State Education Agency, the Goshen, Alabama school and the University of Alabama. Dr. Lee, director of the University's participation in the Goshen Project, describes in detail the conduct and result of the project in his dissertation, *Influences Of Selected International Education Activities on Teacher Attitudes Concerning Purposes of Education*. Dr. Lee has been appointed to the faculty of Northern Arizona University and will have primary responsibility in the development of that university's program of assistance to the binational schools of Latin America.

In addition to those who reached the end of their doctoral studies, the program has brought into the university doctoral program several candidates still pursuing graduate study and research. These include:

\*Burton B. Fox, the director of Colegio Karl C. Parrish in Barranquilla, Colombia, began doctoral studies while serving in that capacity and developed a research of the need for a system-wide office for the American Binational Schools in Colombia. This resulted in the development of a superintendency for the Colombian-American School Association, a post to which he was appointed and is now serving. He is pursuing studies toward the Ed.D. in Administration.

\*Joanne Fraser, NDEA fellow in Curriculum and Research is in residence at the University after two years of teaching experi-

- Sixth: That this agreement may be amended, altered, or changed by mutual consent in any manner considered necessary for the improvement of the relationship desired and specified.
- Seventh: That this agreement will terminate five years from the date of signature by respective authorities of the Association Schools and the University; but that this agreement will be terminated or dissolved at the conclusion of any specific annual period if either the Association or the University considers that it is no longer appropriate for reasons of its own. In such a case, any materials, equipment or properties acquired with joint funds will be divided equitably between the Association and the University.
- Eighth: The present agreement will become valid when it is signed by the duly elected officers of the Association of American Schools in the Republic of Colombia and an appropriate official of the University of Alabama.

In witness whereof, we have hereunto affixed our signatures this 4th day of August of the year 1966 A.D.

For the Association of American  
Schools in the Republic of Colombia

(Original signed by Burton Fox)

Burton Fox  
President

(Original signed by Dale I. Swall)

Dale I. Swall  
Vice President

(Original signed

Dwight Overholser)

Dwight Overholser  
Secretary-Treasurer

For the University of Alabama

(Original signed by Alex S. Pow)

Alex S. Pow  
Vice President for Academic Affairs

(Original signed

by Raymond F. McLain

Raymond F. McLain  
Dean of International Programs

(Original signed by Robert E. Bills)

Robert E. Bills  
Dean, College of Education

APPENDIX C  
A SAMPLE PLAN FOR  
IMPLEMENTING AN IN-SERVICE  
PROGRAM IN COLOMBIA, SOUTH AMERICA  
1966-67

1. Credit Courses and Related Consultant Service

Course	Professor	Dates	Location					
			1	2	3	4	5	6
ACD 291	A	66 Fall	x	x				
	A	67 Sp.	x	x				
CGP 211	B	66 Fall			x	x		
	B	67 Sp.			x	x		
EPY 263	C	66 Fall					x	x
	C	67 Sp.					x	x
Etc.	Etc.	Etc.	(Same pattern to be followed)					

Note: Students could receive a grade of "I" at the end of the Fall term; In some cases the combination could be Summer plus Fall, or Spring plus Summer

Example: 1. Professor "A" will offer the same course at locations "1" and "2".

2. Two round trips, Tuscaloosa-Colombia, will be involved per year.

3. The first trip will entail 10 days at Location "1" and 10 days at Location "2"; the second trip, a similar arrangement.

4. The courses could be organized and adapted to the situation, e.g.

a) First trip, first 10 days:

- |  |   |    |      |
|--|---|----|------|
| 1) 4 class meetings, 2 hrs. each w/total class     | = | 8  | hrs. |
| 2) 4 meetings, 2 hrs. each with interest areas     | = | 8  | hrs. |
| 3) Individual conferences for project design, etc. | = | 1½ | hrs. |
| 4) Planning and Evaluation                         | = | 2½ | hrs. |

b) Second trip, last 10 days

- |   |   |    |      |
|---|---|----|------|
| 1) Individual and interest area conferences, equivalent to 5 hrs. of classroom instruction  | = | 5  | hrs. |
| 2) 4 class meetings, 2 hrs. each with total group   | = | 8  | hrs. |
| 3) Activities planned to adapt plans, implement changes, devise policy and procedures of curriculum development, involving students the equivalent of 12 hrs. | = | 12 | hrs. |

Total = 45 hrs.

(This would be repeated in two locations)

Example: Library and Instructional Materials

1. Rather than one textbook, the instructor could prepare a list of 15 books (for a class of 20) and request that a "course shelf" be established at the center with five copies of the text and 10 additional references.

2. Abstracts of current literature, provided by the instructor in most cases, could be duplicated in most centers.

3. The instructor could be provided with an excess baggage allowance; hence take selected materials with him.
4. Many materials could be developed by the class, and from year to year provide valuable resources.
5. Several centers have extensive professional libraries; others could be encouraged to develop and would be given the help noted above.



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